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ABSTRACT

This report is intended as a resource for all those interested in staff development, especially in the tertiary education context. It describes the staff development project in the first two years of a new tertiary college--Harlow Technical College in England. An introduction and a description of the context of the project begin the report. Section I describes the process of change to tertiary. Special emphasis is given to the need to integrate staff and the effect of the physical environment. Section II discusses the three driving forces for development in the new college--organizational development, curriculum development, and staff development. These forces are considered during the three stages of the project. Section III addresses delivery of staff development. Topics include management support, the move to curriculum-led development, and using in-house expertise. Section IV focuses on staff development and tutoring, including the role of staff development in supporting change, staff development and line management, and meeting the needs of staff. The final section contains conclusions and reflections on the project as a whole and examines the relationship between staff development and management. Each section contains highlighted statements of what was learned in that section. Appendixes include the questionnaire, staff development policy document, listing of staff development courses, a case study of a curriculum-led staff development effort, and a guide on tutoring. (YLB)

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A Staff Development Publication

TOWARDS TERTIARY EDUCATION

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TOWARDS TERTIARY EDUCATION

Staff and staff development

Joan Ratcliffe
Harlow College

FURTHER EDUCATION UNIT



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Dear Sir/Madam,

TOWARDS TERTIARY EDUCATION: STAFF AND STAFF DEVELOPMENT

The FEU has been keen to record the nature of the changes that are taking place in FE and various publications have addressed themselves to the creation of 'new' colleges*. The creation of tertiary colleges is one of the changes that is taking place; in many cases this means the bringing together of staff from schools and from technical colleges. It invariably means new management structures and different curriculum philosophies. It inevitably means change for staff and a critical role for staff development.

FEU funds were allocated to assist in the establishment of a staff development programme, to monitor, evaluate and describe its effectiveness. Joan Ratcliffe has done this in the context of Harlow creating a new tertiary college. A quick reading of this document is possible by looking at the Summary, the boxes of what was learned in each section, and section five with its conclusions and reflections. The lessons are clear: staff developers, as with other services, should be there before the occupants move in; induction is an oversimplified concept; it helps to have a policy and a real Academic Board; staff training courses are useful, staff development activities are essential; there are some things that staff development can't do.

A more leisurely reading will identify much more about going tertiary. The appendices, for example, include working papers showing curriculum-led, team-based staff development in action. Appendix 6 comprises a useful guide on tutoring. Within the main body of the report are valuable insights as to how Joan Ratcliffe and her colleagues played a staff development role that was far wider, and more sensitive, than simply putting on courses. There are tantalising glimpses of how single-subject GCE subject tutors viewed their staff development, of how there was a high expectation that full-time teaching staff at least would see staff development as an obligation, and of how the staff developers related to institutional development.

It is hoped that this report will be a resource to all those interested in staff development, whether or not in a tertiary context.

Yours faithfully,

JACK MANSELL
Chief Officer

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* *The Changing Face of FE* FEU/Longman, December 1982
Managing a Changing FE Longman for FEU, to be published 1987

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Mr A.E. Pryor	Project Director Vice-Principal, Harlow College
Mr J. Miller	Project Consultant National Institute for Careers Education and Counselling
Mr G. Abraham	Principal County Inspector Essex Education Authority
Mr M. Burles	Dean of Study Harlow College
Mr T. Martin	Dean of Study Harlow College
Mr D. Pride	FEU (up to April 1986)
Mr M. Granger	FEU (April to July 1986)
Mrs J. Ratcliffe	Project Staff Development Officer

We also wish to thank our secretary, Mrs Suzanne Harman, who worked with cheerful dedication through numerous draft versions to produce the final document for the FEU.

SUMMARY

(i) This report is the result of an evaluation of a staff development project in the first two years of a new tertiary college.

(ii) The time-scale of the reorganisation meant that there were some difficulties in providing an induction programme for all staff prior to the opening of the new college.

(iii) Not all of the staff were fully prepared for the extent of the change in their working lives.

(iv) The aims and content of the staff development programme had been agreed by management before the new college opened. The staff development officer was appointed to begin on the first day of the new college.

(v) The first weeks of the new college were difficult for some staff and the role of staff development in the beginning was to provide a meeting point and support.

(vi) The paramount need was to integrate staff from a variety of different institutions. The process of meeting in task-centred staff development groups was one way of encouraging integration.

(vii) We were able to compare two different sites of the new college and to see that the effect of the physical environment was a strong influence on the way staff saw their professional role.

(viii) Staff development, curriculum development and organisational development were linked processes; these links had to be managed through the formal organisational structure of the college. The central role of staff development was acknowledged in the staff development policy agreed by the college Academic Board during its second year.

(ix) Strong management support for staff development was vital for success. It was a management decision to provide slots in the college timetable for staff development courses to start in the first term.

(x) The programme for staff development started with courses but evolved into a broader curriculum-led approach with the recognition of the value of a number of working groups which aimed to improve the quality of provision in the college.

(xi) There were definite advantages in using in-house expertise to deliver a staff development programme in a new college.

(xii) Staff development was used to support the system of pastoral care based on heterogeneous tutor groups introduced at the start of the new college. It

was important for staff development groups to be part of a consultative process with management to discuss improvements in the operation of this new system.

(xiii) Staff development alone could not guarantee the success of this system; there also needed to be an effective line management structure.

(xiv) Staff development was able to meet the immediate needs of staff working as pastoral tutors and to extend their skills but was not able to bring about the whole-hearted commitment of all staff to the new system.

(xv) There is a case for a newly appointed staff development officer to take up the post before the opening of a new tertiary college.

(xvi) We found that effective staff development depended on a management that used a high degree of consultation and an open process of decision making. It was important for staff development to be part of the structure of consultation.

(xvii) The staff development officer needed to have a strong network of links with staff and to encourage the use of the established channels of consultation .

(xviii) Staff development is for all the staff in the college; its ultimate aim is to enable the college to provide the best for its students.

INTRODUCTION

1. This report is the result of an evaluation of the first two years of a staff development programme in a new tertiary college. Our aim in writing this report has been to extract from our experience the salient points which may be useful for staff development in other colleges in the stage of transition to tertiary status.
2. In each section of the report a brief account of our significant experiences and reflections is followed by what we learnt from them. The final section contains conclusions and reflections on the project as a whole and examines the relationship between staff development and management. The appendices are intended for use as resource sheets for those planning staff development in other colleges.
3. We found on several occasions that staff development did not follow the pattern we had anticipated. We have tried to present an honest account of events as we saw them and we include our setbacks as well as our successes; we learnt, and are still learning, from both.

THE CONTEXT OF THE PROJECT

Background to tertiary

4. In the Autumn of 1980 public consultations started in Harlow about the future of secondary education. The Authority submitted proposals to the Secretary of State to close two of the 11-18 comprehensive schools and Harlow Technical College and to establish 11-16 schools with a new tertiary college on two major sites in the town centre.

5. The Secretary of State approved the proposals on 25 January 1983 and the Authority issued a proposed timetable of main events, and an indication of the arrangements for the appointment of teaching/lecturing staff which are summarised as follows:

- There was no intention of achieving reorganisation by compulsory redundancy.
- All staff were to be kept informed of procedures for appointments.
- A 'ring fence' would be established around Harlow so that posts would be available in the first instance to teachers/lecturers in Harlow. The only exceptions to this were principal and vice-principal posts in the tertiary college.
- There was an intention to make all appointments prior to September 1984.

The process of reorganisation

6. The Authority's proposals to the DES set out the aims and objectives of the tertiary college and indicated that it wished to establish an institution with a broad range and balance of courses to cater for a wide variety of students which would be underpinned by an effective system of pastoral care, the whole being firmly linked into the community, industry and the 11-16 schools. It also indicated that it envisaged the new college having a management structure based on a matrix arrangement.

7. Thus the Principal from the time of appointment in April 1983 had previously determined guidelines on which to plan.

8. The appointment procedure was operated with a very tight timetable and consultation was delayed until key members of staff had been appointed.

9. The Principal and one vice-principal took up appointment in September 1983 and set about planning the curriculum and drawing up job descriptions and the operational guidelines for the new college.

10. The Authority had recognised the need to make provision for the in-service education needs of staff who would take up new posts as a result of reorganisation and established a programme of pre-appointment seminars and post appointment residential conferences.

11. This in-service programme was effective in involving staff at senior lecturer grade and above. Essential pre-planning and induction took place at residential weekend meetings for deans, leaders of divisions and all staff appointed from schools and from outside Harlow. However, in the tight time-scale for the appointment of staff, it was not possible to carry out such a comprehensive induction programme with the lecturer grades II and I. Some of these staff were not appointed until late June or July which meant that they were not able to attend the induction meetings for new staff. A one-day induction for staff identified as personal tutors was held.

12. The Principal made himself available for informal talks with individual staff. Considerable numbers of staff took up this opportunity but formal consultation about intentions and planning was not possible until staff were actually appointed.

13. Additionally the Principal County Inspector made himself available for interviews with individual members of staff who would be affected by the changes.

14. The whole appointment procedure, which had previously been agreed between the recognised unions and the Authority in an endeavour to reduce uncertainty and to safeguard teachers' status as far as was possible, proved to be complex and time consuming. The date of the Secretary of State's decision meant that there was not much time for implementation, and this was exacerbated by a separate problem involving NATFHE over conditions for premature retirement, which delayed matters for several weeks. A combination of the complex procedures and the very limited time therefore contributed to some staff anxiety as the implementation date grew closer and appointments still had to be completed.

The scale of change

15. In establishing an open access tertiary college the Authority was conscious of the need for more cohesive and unified provision for the education of 16- to 19-year-old students. Underpinning this intention was the need to take account of the view that able youngsters should have more direct access to technical and technological studies; that the education of this age group should be more closely related to the vocational and economic needs of the community and that resources should be used effectively to preserve the minority subjects as far as possible.

16. This philosophy included a number of features which had significant effects:

- an organisational structure (matrix) which was unfamiliar to most staff;
- nearly half the staff (45%) had not worked together in the same institution before;
- there was some initial resentment and hostility from parts of the community to the new college. Concerns were expressed by parents, teachers and representatives from industry.

17. There were other significant alterations to working practices which impinged on staff:

- in order to ensure that the college was a caring institution a pastoral tutor system with mixed tutor groups was established;
- a timetabling system was introduced which enabled college-wide activities such as staff development to be built in;
- an extensive programme of sporting, leisure and cultural activities to complement the academic and vocational studies of full-time students was introduced.

18. The points mentioned above are an indication of the way in which the working environment changed significantly for the majority of the staff. In spite of the efforts made by the Authority in implementing the programme (referred to in paragraphs 9 to 12 above), there were nevertheless some staff who felt that they were not adequately prepared for the extent of the change.

The plans for the project

19. The aims of the project had been agreed before September 1984. They were:

- to establish a staff development programme to enable staff to meet the curriculum needs of the new college. Non-teaching staff were to be included in the programme;
- to monitor, evaluate and describe the effectiveness of the staff development programme based on a common core and an 'à la carte menu' of courses. The common core involved the 'New FE', tutoring of heterogeneous tutor groups and evaluation of present work leading to ameliorative action. The 'à la carte menu' listed 17 courses ranging from information technology to negotiation.

20. The Staff Development Officer was appointed to take up the post from September 1984. The start of the project coincided with the first day of the new college which was still in the transitional stage.

SECTION I – THE PROCESS OF CHANGE

21. Transition to tertiary is a process invoking many different responses from the people involved. For some staff in the new tertiary college the first few weeks were exciting and challenging. For others the start of the new college was a stressful experience. It meant the loss of their former professional identity with a structured departmental hierarchy and their old staff network of support and friendship. This feeling of loss seemed to be intensified for some who were isolated in new smaller staffrooms on three different sites, and the fact that the internal postal and telephone system was not yet fully operational was also a problem. Moreover the machinery for the Governing Body, the Academic Board and all its network of committees was not yet in existence.

22. In this rather amorphous and sometimes depressing environment, staff development had to concentrate on positive action which at the same time showed some awareness of the feelings being expressed. The Staff Development Officer made it a priority to meet as many staff as possible, individually or in groups, and to talk about what they could contribute to staff development or expect to gain from it. From these informal conversations with a large number of staff it was then possible to design a questionnaire to go out to all staff (see Appendix 1). This process of collecting contributions underlined the usefulness of previous experience for staff development. The questionnaire also asked staff to choose courses from the 'menu' of options and to write in any other requests. The Staff Development Officer took copies of this questionnaire to individuals in their staffrooms to ensure delivery and to meet more of them. This was rewarded by a high return rate on the questionnaire (85%) and offers to act as group leader from a number of staff. The next stage was to circulate lists of staff groups with times and places for courses. Computer literacy was chosen as a starter as the questionnaire showed it was in great demand. At the same time groups were set up to discuss the area of work causing most concern: the new pastoral care system.

23. So the staff development programme started. But we found that the groups set up to discuss pastoral care made little progress. They were used as a way of meeting other staff, a channel of communication for information and a forum for the expression of complaints against the administration of the new college rather than for positive development in pastoral care.

24. The critical attitudes which were evident at the start of the new college gradually changed over the first year. For those who were facing up to difficulties it was a boost to receive positive feedback on their work from

outsiders. This came through:

- a report from the Chief Education Officer to the County Council Education Committee which was highly complimentary to the college;
- a half-day meeting to set up links with the local community where college staff met councillors, community workers and voluntary work organisers;
- parents evenings where parents expressed their satisfaction with the new college;
- an exhibition of the work of the college in the town centre as a public relations exercise;
- Industry Day where representatives of local industry and commerce were invited to a college open day.

25. We learnt that:

- staff take a long time to adjust to working in a new institution;
- it was important for the Staff Development Officer to meet as many staff as possible and talk to them;
- providing support for staff was more important at the outset than organising specific training courses.

The need to integrate staff

26. Residential weekend induction courses were held for staff joining the college from local schools and from institutions outside the area. At these meetings the staff from the schools said they were delighted to have a post at the new college; it was regarded by their colleagues as a promotion. Most of these staff seemed to expect classes of motivated students who had chosen to stay on in post-compulsory education. When they started teaching in the new college they appeared to adjust easily to the later end to their working day and to teaching a variety of new courses. What they said they missed most was the camaraderie of a large staff room and having regular staff meetings where they could give their views and vote on organisational issues. They also found pastoral care more difficult when there were no daily registration periods with tutor groups.

27. Many staff who joined the college from outside seemed to find the transition easier than those who came to it from the old technical college; perhaps this was because the former were volunteers who chose to enter the new institution while the latter did not have the opportunity to go into another institution in the area. Other reasons advanced for the staff from the technical college, particularly those who remained in the old college building, finding

the change more difficult were:

- some had not obtained the promotion they had hoped for;
- the unhappiness over reorganisation procedures which was thought to have adversely affected some of their colleagues;
- the loss of about 20 senior colleagues, who were well-known figures, through early retirement at the time of reorganisation;
- splitting up of old friendships as staff were moved to other sites and other staffrooms;
- the deluge of paper giving instructions for new procedures in the new college as all the administration systems seemed to be redesigned from scratch;
- the previous college had appeared to favour some departments in terms of allocation of resources and this now seemed to change;
- provision for part-time day students was a substantial part of the work of some divisions but the perception of certain members of staff was that this did not seem to be given the same consideration in the new college.

28. Some staff still on the old college site made comments such as, 'all the laughter has gone out of this place'. Others said that as their previous department had gone through major changes in the last two or three years with a new dynamic head, going tertiary had been fairly easy by comparison.

29. We learnt that:

- it was harder for some of the staff from the technical college to adjust to the new working environment than for those coming from local schools or from FE colleges outside the area. They had to work with the physical reminders of the philosophy and practice of their old college all around them and at the same time adjust to the ethos of a tertiary college, a new management structure and different administrative procedures;
- staff needed to get together in working groups to talk through the issues. It was as if they needed to confront the ghosts and memories of the old technical college and to establish themselves within the new institution. Staff also needed to work with their new colleagues in task-centred groups; the process of co-operation was more important than the immediate completion of the task. The groups set up in the first term to discuss pastoral care had the effect of bringing staff together to discuss their work in the new college.

The effect of the physical environment

30. The expectation of many was that the old technical college building which housed the main offices would be in the forefront of several of the college

developments. The new college site which incorporated buildings from a previous comprehensive school tended at first to be seen by many staff as more of an annexe to the main college. However, the new site became the one staff preferred, where morale was said to be higher and where there was much more involvement in staff development. The reasons for this seemed to be that:

- the buildings had been refurbished to a high standard; there were spacious staff-rooms with new desks and filing cabinets;
- there was frequent informal contact with deans of study whose offices were near the main reception area; this was in marked contrast to the other building where the deans had offices in a separate administration block;
- staff met at lunchtime in an excellent new canteen where inexpensive food was prepared by the catering students;
- in the second year new sports facilities became available;
- there was easier access to educational technology, including equipment for making films and video;
- new staff did not feel they were impinging on anyone's old territory;
- while there were problems at the beginning as the builders had not completed their work, this was said to have evoked a pioneering spirit amongst staff who had to cope with a multitude of problems associated with being on new premises.

31. Later it was thought that the location of the new staff might have affected their attitudes and so an analysis was carried out. We found that the numbers of staff who joined the college from local schools and other FE colleges were fairly evenly distributed between the two sites (29 on one and 26 on the other). However, there was a higher proportion of the new teaching staff on the new site (43% compared to 24%). But this factor was not mentioned by staff as a reason for their preference for the new site: in their view the physical environment was far more significant.

32. It would be wrong to assume that all staff on the new site passed the first two years in a state of euphoria; some did go through a time of stress and tension. But the overall picture was one of greater job satisfaction and willingness to be involved in new ventures.

33. We learnt that:

- the physical environment in which staff work may influence the image they have of themselves as professionals;
- this in its turn affects their attitudes to staff development.

SECTION II – DRIVING FORCES FOR DEVELOPMENT

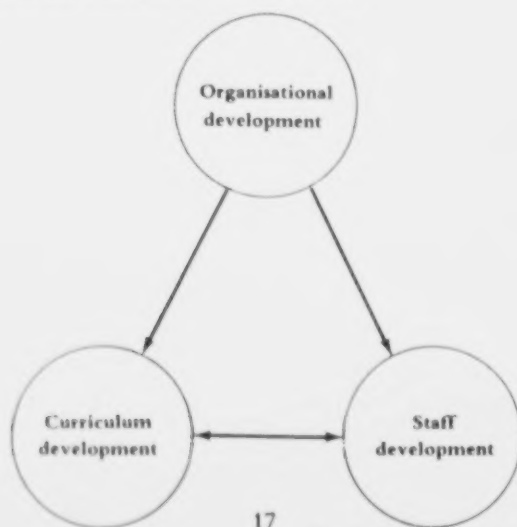
Stage 1

34. At the beginning of the project, we were aware that there were three forces for change in the new college: organisational development, curriculum development and staff development. We saw that these were linked processes and that movement in any one of them would have an effect on the others. We were able to observe the growth of this system of linked processes and to examine the most effective ways of using these forces for change .

35. At first, curriculum development and the context and structure of staff development were to a large extent determined by pressures exerted by the local education authority, parents and representatives of the local community. The college management expected that staff development would help the staff to adapt to the needs of the curriculum of the new college including such innovations as the new system of pastoral care.

36. The management decided upon the structure of staff development before the start of the new college with a decision to appoint a staff development officer responsible to the Vice-Principal, the design of a programme of staff development and the inclusion of staff development in the timetabling arrangements of all teaching staff. The pattern of staff development was strongly influenced by the organisational needs of the college and by developments in the curriculum. (see Figure 1).

FIGURE 1

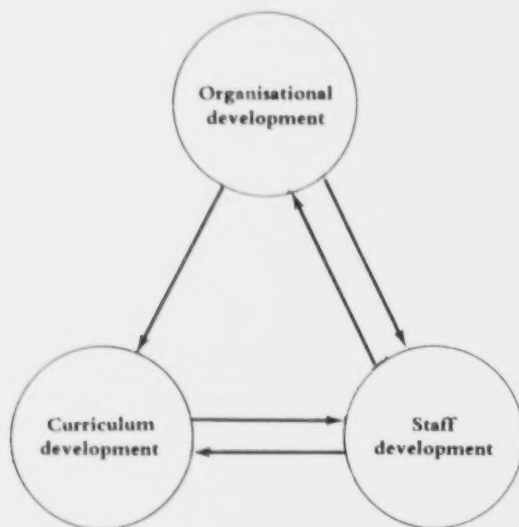


37. We found that it was essential for management to set out, in conjunction with the local authority, a plan for the curriculum of the new college and to take positive steps to ensure an effective programme of staff development.

Stage 2

38. During the first two years of the new college, staff development came into its own as a force for change through the involvement of staff in in-house training, Academic Board Committee meetings, working parties, division meetings and course team meetings. Staff development acted on, and responded to, curriculum development as new courses were set up and a range of initiatives were taken involving new skills, knowledge, teaching strategies and assessment procedures. However, curriculum development such as the start of the Certificate for Pre-Vocational Education (CPVE) did not lead to any change in the structure of the organisation in the first two years.

FIGURE 2

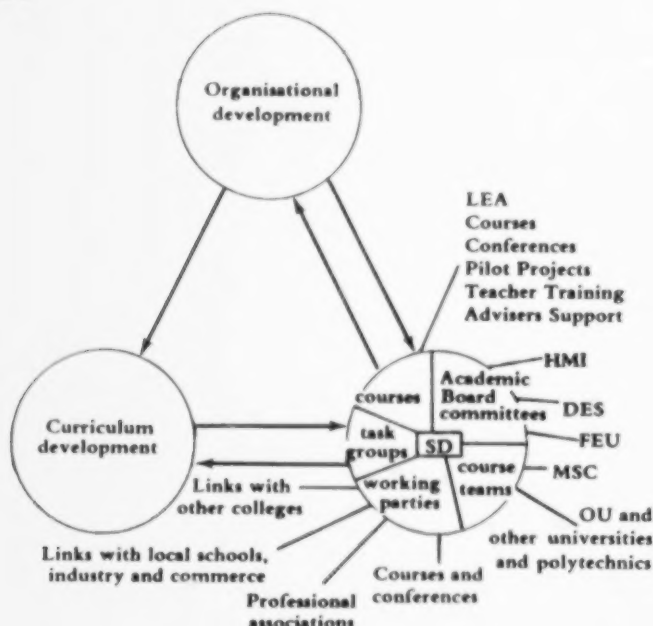


Stage 3

39. At the end of the project we had changed our concept of staff development. It consisted not only of courses for the professional development of staff but also of the involvement of staff in a range of working groups aimed at improving the quality of curricular provision in the college. Staff development also helped to pass on new knowledge and examples of

good practice within the college and to link up with the outside network in the wider context of county, regional and national provision. This broad perception was reflected in the Staff Development Policy agreed by the College Academic Board as a working document at the end of the first two years. (See Appendix 2. Staff Development Policy Document.) Staff development in its wider role was able to act as a more potent force for curriculum development and organisational development.

FIGURE 3



Management of the links

40. Our experience shows that organisational development, curriculum development and staff development are linked processes. Growth in any one of these areas is stronger if it is clearly linked to the others. A significant part of the task of the Staff Development Officer was to be involved in the management of the links; it was the strength of the links that enabled effective action to be taken.

41. The Staff Development Officer was able to undertake this task as the post occupied a position between senior management and the rest of the staff but

not part of the line management. Senior management support was needed, and given, to drive the programme through and to acquire resources of time, key staff and materials. Support from the rest of the staff was vital to keeping staff development as a central part of college life. This support came from a high level of contact with staff through courses, committees and working groups. From this came ideas for new ventures, the involvement of committed staff and requests for the provision of courses and workshops. (See Appendix 3.)

42. The staff development policy provided for a formalisation of this through an annual interview for all staff (See Appendix 2) but the high profile of staff development in the college will need to continue throughout the college year.

43. We learnt that staff development could have a strong role in the college by creating and managing links with the developing organisation and with the changes in the curriculum. To do this effectively the Staff Development Officer had to be available to consult staff at all levels across the college as well as maintaining a network of contacts external to the college.

SECTION III – DELIVERING STAFF DEVELOPMENT

Management support

44. There was a management decision to incorporate staff development into the weekly college timetable. Ten one-hour slots were allocated and all teaching staff then had two of these hours written in on their timetables.

45. This provision showed the priority given to staff development by senior management and facilitated the task of the Staff Development Officer. Many of the staff accepted that they were to pursue some form of staff development as part of their week's work. During the first year of the new college only 12% of the staff did not attend any of the courses offered in the programme and, of these, several were highly active in other fields of professional development.

46. Management support ensured that support staff were able to attend courses of their choice although they did so mainly in their own time. Computer literacy was the most popular course; courses in counselling and marketing were also chosen. Altogether 45 support staff attended the staff development courses in the first year along with the teaching staff.

47. At the start of the project, attendance by the teaching staff on the courses was expected although it was voluntary. In the case of the pastoral tutor groups, lists of staff were circulated with the expectation that they would attend, as most staff did during the first term. It was hoped that staff would find the groups useful and would attend for this reason. For the option courses, such as computer literacy or marketing, staff who had expressed an interest were informed of the time and place of the courses so that they could attend a course of their choice.

48. However, the blanket provision of timetabling two hours for all staff worked only for popular courses such as computer literacy or for courses for large numbers of staff such as the personal tutors. For more specialised courses such as counselling the timetabling system did not work. For example, of the twelve people wanting a particular course, only two or three might be free at any one time. There was the additional complication of staff working on different sites which were fifteen minutes travelling time apart. The solution to this problem in the first year was to use twilight times for such courses.

49. We learnt that the allocation of timetabled hours for staff development demonstrated management commitment and enabled staff to accept the programme as an integral part of their work.

The move to curriculum-led development

50. The staff development programme started with the model that had been drawn up by senior management based on courses thought to be useful for staff. The expectation was that all staff would attend one course from a core area such as pastoral care or 'the new FE' and one course chosen from a list of options such as computer literacy or marketing. The courses approach was used throughout the project but the range offered was modified over the two years to fit in with staff demands. It was supplemented later by the recognition of the value of working groups which had a curriculum-led staff development function. The support of management, which had enabled the programme to start in the first term using the courses approach, was then given to this broader view of staff development.

51. The project staff realised in the first year that the programme of course options did not fit the needs of staff as they themselves saw them. Returns of the questionnaire showed that only a few staff wanted to attend courses on some of the pre-planned options, for example negotiation and Technical and Vocational Education Initiative (TVEI). When courses were run on some of the options it was difficult to meet the range of needs of the members of the group. For example, the course on profiling attracted four staff all of whom were working to different profiles from different examining bodies in their classroom work with students. However, the City and Guilds 365 Course team meetings to profile students' coursework seemed to be a much more effective way forward as they were directly related to classroom practice.

52. There was a strong demand for courses leading to qualifications. Some division leaders wanted their staff to attend courses such as the City and Guilds 230/11/12 and 230/13/14 for Computerised Numerical Control of Machine Tools and Part Programming or the Joint Examining Board Word Processing Teachers' Diploma. These courses were run during the second year of the project on an in-house basis.

53. The Royal Society of Arts Vocational Preparation Tutors Certificate course was used as the structure for preparing staff for CPVE. The opportunity to gain a qualification was a motivating factor for the staff involved and also enabled the college to have DES-funded remission for the course members. There was some conflict at first between the need to make forward-planning administrative decisions for CPVE and the need to develop materials for the students. This was resolved by allowing the Royal Society of Arts Vocational Preparation Tutors group to function as a course and setting up another group which included some of the course members to make the administrative decisions. The criteria for the award of the profile sentences in the RSA Certificate have now changed and it is more aligned with assessment of vocational preparation teaching rather than forward planning of courses.

54. A move towards more curriculum-led staff development came when one of the senior management staff closely connected with the project introduced a paper to the Academic Board in January 1985. This outlined the curriculum development work that might be discussed at course team meetings (See Appendix 4).

55. The project team agreed to a wider view of staff development during a process of evaluation in a series of working party meetings toward the end of the first year of the project. At these meetings the curriculum was broadly defined as the organisation and structuring of learning. Curriculum-led staff development was seen as a process involving role clarification and the development of skills of the professional person working within an institution.

56. Discussions at these meetings showed that there were two contrasting approaches to staff development in the college:

- one was a management-led programme of courses;
- the other was a number of grassroots curriculum-led initiatives based on ad hoc working groups. A prime example of this was the group meeting to discuss the integration of one of the modules in the BTEC National Course in Business Studies (see Appendix 5).

57. It was decided that the project needed to look more closely at the processes of staff development rather than the content of courses. In the first term the courses model had fulfilled an important function for staff by providing support, the cross-fertilisation of ideas and the opportunity to meet new colleagues. After that some staff were able to engage in further professional development through their work with course teams. It was agreed that senior management and the Staff Development Officer should be more involved with these teams and that this process-based approach to professional development should be incorporated into the staff development policy of the institution.

58. Once the emphasis had switched from courses to processes, a great deal of curriculum-led staff development in the college was identified. Examples were:

- establishing workshops for numeracy, computer studies, communications, humanities and English;
- using course team meetings to develop new teaching and learning strategies;
- developing course profiles which could be used for formative and summative assessment for the new records of achievement;
- circulating information on new developments in 16-19 education;
- setting up the Access course in the college;

- finding out how to teach a new subject or course by having regular weekly meetings to discuss this with an experienced member of staff;
- acting as a member of one of the college working parties set up to organise timetabling, publicity, marketing, enrolment, reports or CPVE;
- being a member of the Academic Board or one of its boards of study or committees for new educational opportunities, new technology, educational resources, pastoral care or staff development;
- devising programmes for course tutorials or GCE science students and working with staff to implement these;
- organising displays of craft work of students and staff;
- running seminars on the work of careers education;
- working individually to develop new syllabuses.

59. This shift in emphasis from courses to working groups was reflected in the college timetable for the second year. Timetabled slots were allocated for course team meetings as well as for staff development for pastoral tutors, short courses and longer courses leading to certification.

60. The staff development policy which was drawn up in the second year of the college reflected the value given by the institution to a range of activities that were considered part of the professional development of staff; the annual interview was agreed as the means of recording the range of work staff were doing for the college over and above class teaching.

61. We learnt that we needed to have a broad view of staff development. Courses were one way of achieving this; but there were many other ways forward. We needed to recognise, support and value the professional development of staff through their many different contributions to the work of the college.

Staff teaching GCE

62. The ethos of the original programme had been support of staff with a programme of courses relating to the new work they might be involved with in the tertiary college. It was assumed by the Staff Development Officer that staff teaching GCE subjects would not require specific courses for this. As staff development came to rely more on course team meetings it was clear that the separate subject specialisms of GCE also needed this type of structured working group. In some subject areas there were strong differences of opinion between staff from the technical college and those who had come from schools. Agreement might have been reached more easily if staff had been able to work together with a colleague from senior management to discuss

curriculum development. At the end of the second year of the project it was the Academic Board that decided that there should be more integration of GCE subject teams to provide a planned programme of homework times for students. Some GCE staff did have experience of working together to set up subject-based workshops or course-based induction programmes but with hindsight we could see that the processes of integrating new and experienced GCE staff should have been more structured.

63. We learnt that we should not have assumed that all the GCE staff from the local schools and the technical college would easily work together from the start of the new college; we should have given them more support from management and staff development.

Using in-house expertise

64. At the beginning of the first term when timetables, rooms and administrative procedures were still subject to change it seemed unwise to bring in outsiders to deliver training programmes. The decision was made to use the expertise of the staff in the new college and this proved to have several advantages. After the college was well established outside experts were invited to run training sessions on specialist subjects.

65. The advantages of using in-house staff to deliver staff development were:
- they could fit in hours at many times during the working day without travelling problems;
 - they could easily meet to plan new courses in line with informal and formal requests;
 - they became known and valued by their new colleagues;
 - they could act as channels of communication with various levels of management and administration;
 - they could be used as a resource for information and advice once their course was finished;
 - it enabled staff to make a positive contribution to the new college and to demonstrate their commitment to making it work;
 - staff development did not become an isolated branch of college life but was integrated into the mainstream by providing information, skills training, forums for the exchange of ideas and a channel of communication;
 - it encouraged staff who knew of a need for staff development to offer their services and share their experience with other staff;

- staff saw that work they were doing with colleagues could be classed as staff development. This helped staff development to be accepted as an integral part of the working week rather than seen as courses set apart from college work.

66. We learnt that there were many immediate and long term advantages to using our own staff for staff development in the new tertiary college, and that this had a cumulative effect towards making staff development a central part of college life.

SECTION IV – STAFF DEVELOPMENT AND TUTORING

The role of staff development in supporting change

67. The management of the tertiary college had introduced a new system of pastoral care based on heterogeneous tutor groups. Staff were expected to act as tutors to groups of about twelve students who might be on any of the full-time courses in the college. These groups met for an hour and a half each week; there were some set tasks but staff were expected to find their own ways of working as tutors with support from staff development.

68. The structure for staff development was sixteen sets of weekly meetings for small mixed groups of staff to discuss the work of pastoral tutors. These groups included staff who were not tutors. They were chaired by the Staff Development Officer, the college counsellors or staff who had been asked to lead these groups on the basis of their questionnaire returns or their expressed interest in the work. The leaders of these groups had regular evening meetings with the vice-principals and one or more deans to plan staff development, consult management and to report the views of the staff.

69. The first term was difficult as effective administrative systems for tutoring were still being developed; the role of staff development was to act as a channel of communication between tutors and management and to report on immediate problems relating to the administration of the groups. Information from the deans could then be fed back to the staff development groups.

70. Staff in these groups expressed a range of attitudes to the new system varying from deep hostility to cautious approval. These views were also conveyed to senior management.

71. This consultative role for the staff development groups continued for the whole of the first two years. It was strengthened in the second year by the deans holding formal monthly meetings with their tutors in staff development time instead of issuing written instructions and answering individual queries from staff.

72. We learnt that it was necessary for staff development to be part of a consultative process to enable institution-led development to survive.

Staff development and line management

73. The Staff Development Officer and a team of staff worked directly with the pastoral tutors for the first two years with groups which met on a weekly basis in the first terms of the academic year and less frequently in the second and third terms.

74. However, the Staff Development Officer did not have any line management control of tutors. Attendance at meetings was not made compulsory and staff development did not monitor student attendance at groups or observe the work of tutors in the classroom. The Staff Development Officer, therefore, had the responsibility for developing the skills of tutors, including some reluctant ones, in a situation where control of their work was diffused. The difficulty was with tutors who were not committed and who did not attend staff development meetings. The deans of study were in overall charge of the system but had many other duties in the new matrix structure. The situation improved to some extent in the second year when the deans instituted monthly meetings with tutors and had closer monitoring of students' attendance at tutor groups.

75. Meanwhile line management control of the quality of course-based teaching was firmly vested in the division leaders. They were keen to develop a course tutorial system to support classroom teaching and this came into being in the second year of the college. However, no division leader was a pastoral tutor; they were all outside the system. It had been assumed, perhaps incorrectly, that the duties of their new posts as division leaders were too onerous for them to be able to undertake pastoral work as well. However, with hindsight we can see that since they were all experienced teachers each with a tradition of some form of pastoral care, they probably could have acted as pastoral tutors. But their first commitment remained with the courses based in their divisions. It was to these courses that they could give priority when allocating staff during the timetabling process. Moreover, their supervisory role seemed to be confined to the staff teaching on the courses in their divisions. In retrospect we could see that if the initial strong support of some division leaders for the pastoral system had been used by allowing them to act as pastoral tutors, they might have become more enthusiastic about the benefits of the system through their first hand experience. We might then have had some powerful allies for the system who would have been strongly committed to enabling it to operate efficiently alongside a course tutorial system.

76. A new system of tutor teams was set up for the third year. These were to meet fortnightly with a dean, a staff development person and a Student Union liaison officer to discuss the work of the tutor groups. It is hoped that this merger of the three elements of support would benefit the pastoral tutors.

77. We learnt that staff development alone could not guarantee the success of the heterogeneous tutor groups. We should have been aware earlier of the need for more positive involvement from line management. The role of middle managers in relation to pastoral care should have been clarified and monitored.

Meeting the needs of staff

78. The immediately apparent needs of the pastoral tutors were for information about procedures in the new institution and the opportunity to meet new colleagues.

79. Records of meetings showed that it was some time before staff were prepared to discuss tutoring; for several weeks they discussed practice in the previous college and compared it favourably with the new system. This use of time was described by one of the counsellors as 'grieving' for the old technical college.

80. Later staff expressed a need for resources to use with groups. These were provided by the Staff Development Officer using a range of life skills and general studies material that could be used with mixed ability groups. In the second year the new Head of Student Services provided a handbook for tutors (see Appendix 6).

81. Discussions with the staff development groups showed that there was a divergence of views on the aims of the tutor groups and what was meant by pastoral care. In the more successful groups, theories of pastoral care were discussed in depth. This made it possible for some staff to see how the skills they had as teachers were related to their work as pastoral tutors.

82. Many staff were successful tutors of the mixed groups. For some it was a result of examining the aims of tutoring, developing groupwork skills, exchanging ideas with colleagues, an extension of participative learning they already used with classes or positive feedback from students in their group. Others still preferred the course tutor system and hoped that it would be reintroduced. But there were no complaints from parents about pastoral care in the college. When changes in the system were suggested they were strongly resisted by students who took their case to the Academic Board and won.

83. At the end of the first two years of the existence of the new college, one quarter of the staff said they were keen to continue as tutors of the heterogeneous groups. One of the main reasons for wishing to withdraw was the administration of the reports system. Others preferred to work as tutors to mature students or to act as course tutors. Staff development had enabled the system to survive but it had not been possible to convert all staff over a period of two years.

84. We learnt that staff development could meet the immediate needs of staff for information, support and resources. It could help staff to extend their tutoring skills. But it could not change attitudes of those who were opposed to the system in principle.

SECTION V – CONCLUSIONS AND REFLECTIONS

85. The staff development activities at the new tertiary college proved to be a strong force for integrating staff who had a variety of previous professional experience. It seems that we could have accelerated the process if the Staff Development Officer had been appointed earlier. Then in the months before the opening of the new college he or she would have had detailed knowledge of the skills, experiences and needs of the new staff, the contributions individuals could make to the planned programme and also an understanding of the particular local circumstances in schools and colleges prior to reorganisation. The greater awareness which the Staff Development Officer would have gained by knowing more of the forward planning and appointment decisions of the new college would have made for a more effective launch of a staff development programme based on courses and working groups in the transition stage of the first term. An atmosphere of trust would have been created earlier which would have enabled the college to move more quickly to a staff development policy in which a system of annual interviews could record how far the work staff were undertaking made full use of the opportunities offered by the new college.

86. We moved from a traditional view of staff development based on providing initial teacher training and sending staff on courses. To us, staff development came to mean professional development which included all that staff did, individually or in groups, to enhance the quality of teaching and learning in the college. It was this that we needed to record in the system of annual interviews so that the positive efforts of staff could be recognised and valued.

87. We found from our experience that professional development was effective when management adopted an approach which looked for opportunities, identified areas for potential development and then pushed them in an open positive way. Staff development was then able to react and respond to planned changes by involving staff actively in the consultations and planning for new work. This staff development activity as a response to change could be in the form of courses, working parties, committees or linking up with the local authority's staff development programme.

88. The management structure which gave a high priority to consultation and an open approach to decision making had a beneficial effect on staff development. It was often through meetings in course teams, working parties or staff development courses and group meetings that staff were consulted on how the college could best respond to planned changes. Through these groups staff were also able to communicate to senior management their suggestions

for improving the functioning of the college. The whole structure of consultation was brought together in the Academic Board and its network of committees.

89. We found that staff development was central to the life of the institution. In the past it may have seemed a peripheral activity for a few who went on courses, but we found that staff development came to be regarded as an element to be considered whenever any major change was being discussed. It was recognised by management and staff that people would need time to work together in groups to understand the extent of the change, their personal reactions to it and how to respond.

90. So the management commitment that was there at the start of the new college enabled staff development first to survive and then to change and grow into a central sustaining force.

91. We recognised that it was a function of management to plan for the implementation of curriculum policies for the whole college. It then became a function of staff development to make provision for staff so that these plans were carried out. Staff needed to know how their gifts and talents could best fit in with the planned provision and how they could extend their knowledge and skills to carry out their role in a changing institution.

92. To be able to function at all, staff development needed the trust of the staff. This was gained by open management and a high degree of consultation. Therefore staff development needed to be a strong element in the formal structure of consultation that was used in the college. In addition to a committee for staff development as part of the Academic Board structure, staff development was considered by several other committees and working groups.

93. We found that it was a source of strength and support for the Staff Development Officer to have a strong network of links with all staff. It was important for the Officer to meet staff frequently on an informal basis as well as in structured meetings. From this came support, new ideas for staff development arising from curriculum issues and the opportunity to discuss these with all appropriate staff.

94. It was part of the role of the Staff Development Officer to see that new initiatives from staff were channelled through the existing organisational structures in the college so that the matrix system and the Academic Board were both used and strengthened. The college was managed using an open process of decision making and it was clearly important that staff development mirrored this process. It had to be seen to exist for all staff in the college. It was only in this way that we could realise our ultimate aim, to provide the best for our students in the new tertiary college.

APPENDIX 1 – QUESTIONNAIRE

This questionnaire is similar to the one sent to staff in the first weeks of the new tertiary college at Harlow and can be adapted to suit staff development programmes in other colleges.

Dear Colleague,

Our staff development programme is starting this term and we hope you will find it useful. We are asking every member of staff to fill out this questionnaire. The aim is to find out what teaching experience you have had, what expertise you might be willing to contribute to the staff development programme and what you would like to see included in it.

Some of the information you are being asked to give is already in your personal files elsewhere in the college. However, it would help us to plan the staff development programme in good time if we could have your co-operation in replying to the questions below.

Name:

Post held in the College:

What courses and subjects are you teaching this year?

How many years have you been teaching?

a) in schools:

b) in colleges:

Have you experience of training teachers, managers, supervisors or youth workers? If yes, please give details of the courses you have taught.

For how many years in your teaching career have you had experience of pastoral care of pupils/students, for example, as a form tutor or course tutor or YTS co-ordinator?

Are there any particular teaching methods or techniques that have worked well for you in any part of your teaching programme that you would be willing to share with a group of colleagues as part of the staff development programme? Please give details below.

Have you experience of recent developments in the education and training of the 16 to 19 age group that we could call on for the staff development programme? For example, profiling for City and Guilds, RSA or YTS, organising residential weeks, planning and monitoring work experience and writing BTEC Assignments, planning Mode 3 'O' Levels, GCSE, Records of Achievement or any other new development?

Have you any other expertise in teaching, administration or pastoral work that you would be willing to contribute as part of the staff development programme? For example, computer literacy, writing objective tests, developing listening skills, curriculum development, team building.

Attached is a list of the proposed activities in the Staff Development Programme. Please tick the modules you would be interested in. What else would you like to see included in the programme?

When are the hours on your timetable for staff development?

APPENDIX 2 – STAFF DEVELOPMENT POLICY DOCUMENT

This policy was drawn up by a working party of the Staff Development Committee of the college Academic Board. It reflects a college-wide positive approach to staff development.

HARLOW COLLEGE

Staff Development Policy

Introduction

The college staff development policy is for all staff, that is both teaching staff and non-teaching staff.

Harlow College has been committed to staff development from the start. The college recognizes that the staff are its most important resource and therefore will give them support and the opportunity for further professional development.

The college recognizes its responsibilities to enable staff to be aware of changes in education and to organize relevant staff development programmes.

Aims

The aims of the staff development policy are to:

1. encourage job satisfaction, individual and team efforts, personal achievements and the advancement of staff;
2. develop a system which will enable staff to recognise and value the full extent of their work for the college;
3. help to maintain and improve the performance of the individual in all aspects of his/her work in the present post;
4. offer the opportunity for staff to prepare for changing duties and responsibilities;
5. enable staff to work together to further their professional and vocational development, as determined by the curriculum, the needs of students and

the policies of the institution to improve the overall effectiveness of the college;

6. provide a system which will recognise the professional and vocational development that staff have undertaken since their appointment to the tertiary college and encourage staff to put forward proposals for staff development programmes;
7. foster a positive policy of equal opportunities in line with the Essex County Council policy;
8. maintain the awareness of the staff of the educational issues involved in working in a multi-cultural society;
9. provide a regular programme as far as possible during the normal college day. Staff who have timetable clashes have the right to negotiate on flexible working hours to enable them to attend staff development.

Functions of Staff Development

The functions of staff development are to:

1. provide opportunities in the college for staff to review and update their knowledge of the curriculum, which includes subject content, teaching methods, learning strategies and methods of assessment;
2. encourage staff to further their professional and vocational development by attending courses and conferences and training events outside the college in line with Essex County Council policy;
3. make known and lodge in the college libraries the policy of Essex County Council on secondment for a sabbatical period of one term to one year which can be summarised as follows:

Full-time members of teaching staff are entitled to apply for leave of absence with pay after 7 years service in the employment of ECC in order to carry out research or study for further qualifications within their vocational area. Applications have to be approved by the College Governing Body, usually at their November meeting.

The member of staff will be interviewed by a member of the County Inspectorate and subsequently informed whether he or she has the support of the Inspectorate or not. A sub-committee of Essex County Councillors decides on who receives leave of absence;

4. include non-teaching staff in the dissemination of information on developments in post-16 education which are being implemented in the college;
5. involve non-teaching staff, in particular educational resources, when consultations are being held to prepare for new courses;

6. contribute to a regular newsletter which will give items relevant to staff development and other information of interest to the staff;
7. hold annual interviews of all members of staff at a mutually agreed venue on an individual basis by their respective leaders of division or head of department or appropriate senior colleague. A member of staff can opt to have the annual interview with a member of the staff development team.

The annual interview will include a review of the teaching programme or job responsibilities; personal tutorial responsibilities; administrative and/or course development responsibilities; curriculum innovation and development and any other responsibilities carried out by the member of staff for that academic year. The interview will also be the opportunity for the member of staff to comment on his/her year's work and express personal preferences in terms of future responsibilities and commitments.

The individual's staff record will be available at the interview, containing the facts about each member's training and qualifications; attendance at short courses; involvement in staff development procedures etc.

This record will be reviewed and checked and any further appropriate information added for the academic year.

The interview will be minuted by the member of staff and agreed by the interviewer as an accurate record and placed in the member's staff record file.

Where the leader of division/head of department or appropriate senior colleague believes that a member of staff deserves recognition for work in any field, then after agreement with the member of staff, senior management should be informed in writing.

The interviewee should inform a member of the Staff Development Team of needs or wants expressed during the interview and of professional and vocational development undertaken since 1984;

8. update the job description of teaching staff to note any changes that have taken place since 1984 and from then on annually in agreement with staff; all such changes must be notified to the Principal and agreed by him;
9. monitor an agreed change of responsibilities at varying levels to enable teaching staff to have some experience of duties normally carried out by management or senior staff;
10. carry out a programme of induction of new full-time staff;
11. hold an induction session in the daytime and one in the evening for part-time staff;
12. ensure that mentors with defined responsibilities are appointed to assist

new staff in the transition to working in the college;

13. ensure the appointment of mentors in each division, normally at the deputy leader level to liaise with part-time staff in terms of their day-to-day working needs;
- 14.1 ensure that full-time teaching staff who are new to teaching undertake professional training within their first three years at the college;
- 14.2 enable full-time, part-time and temporary members of the teaching staff and staff in regular contact with students who have not taught before to have one hour a week for induction in teaching methods and college procedures for the whole of the first year to support their work in the classroom;
15. devise a procedure as an appendix to this document to assist staff who are having difficulties with their work and to create means of helping them to overcome their difficulties.

Responsibility for implementing the policy

The Staff Development Officer will have a key responsibility for staff development in the college in conjunction with the Principal, Vice-Principals, Chief Administrative Officer, deans, leaders of divisions, heads of departments, the Tutor Librarian, the Student Services and agencies outside the college.

APPENDIX 3 - STAFF DEVELOPMENT COURSES

Courses are a significant part of staff development. Some are external to the college and organised by the DES, the LEA and institutions of further and higher education.

There is a place for in-house courses in any planned staff development programme. Some will lead to nationally recognised qualifications, others will be devised by the college to meet particular needs and some will operate as working groups using the services of experts in the college as a resource.

The lists below show the courses run in-house in the first two years of the new tertiary college. The figures in brackets give the length of the courses. The computer literacy, counselling, marketing and typewriting courses were repeated in the second and third terms.

Year 1

1. The work of pastoral tutors (3 terms)
2. Computer literacy (1 term)
3. Counselling (1 term)
4. Marketing (1 term)
5. Profiling (1 term)
6. Typewriting (1 term)

In addition one-day seminars were held on:

1. Certification for MSC trainees
2. Exhibition of study skills materials
3. Managing work experience
4. Report writing
5. The work of the careers service in the college

Year 2

1. City and Guilds 230 Computerised Numerical Control of Machine Tool Operating and Setting
2. JEB Word Processing Teachers Certificate
3. RSA Certificate for Vocational Preparation Tutors
4. The work of pastoral tutors

5. Developing groupwork skills – a course for pastoral tutors interested in using life skills exercises
6. Computer literacy
7. Counselling
8. Division leaders course
9. Health and fitness monitoring
10. Induction for new staff
11. Marketing
12. Typewriting
13. Use of knitting machines for workshop production of textiles for tutors working with special needs students
14. Working with special needs students

APPENDIX 4 – STAFF DEVELOPMENT THROUGH COURSE TEAM MEETINGS

This section is based on a paper by one of the Deans of Study at Harlow College. It can be used to review team meetings which have the dual purpose of monitoring courses and creating a working group in which staff development can flourish.

Procedures

1. The college timetable will have time written in for course team meetings.
2. Deans and leaders of division or heads of department and section leaders will schedule a timetable of course team meetings for each division/department. Normally course teams will be expected to meet monthly but some, such as CPVE, will meet more frequently.
3. Records of all course team meetings should be kept. Brief agendas and minutes should be produced by the course tutor or course co-ordinator and circulated to all members of the course team, the Leader of Division and the Dean or Head of Department.

Processes

4. Course teams will inevitably spend time reporting on routine matters such as:
 - implementation of course regulations;
 - in-course and end-of-course assessment/examination arrangements;
 - brief reports from subject teachers contributing to the course;
 - work placements arrangements and careers guidance arrangements;
 - scrutiny of subject/course registers to detect unexplained or unusual patterns of absence and reporting these to personal tutors;
 - monitoring student progress, including intended and actual student destination at the end of the course;
 - recommendations to Deans concerning student selection procedures for the course;
 - regular updating of the course brochure.
5. In addition to routine operational matters it is hoped that course tutors will make use of the opportunity of a regular meeting to share ideas about the teaching and learning process. The following are offered as examples of possible areas of concern:

- (i) Course teams might wish to consider the nature of the learning experience provided by the course for the individual student.
 - Could timetabling be improved?
 - Is the balance between practical work and classroom work appropriate?
 - Are some sessions too long (3 hour blocks) or too short (1 hour slots)?
 - Is too much time wasted over tea breaks or travelling from site to site?
 - To what extent are textbooks and library facilities used?
 - Could course classrooms/base rooms be made more conducive to effective learning?
- (ii) What is the scope for attempting to integrate some of the disparate elements of the course? Could this be done by the production of structured and integrated assignments which require individual or small group work from students who will need to bring knowledge and skills from several 'course elements' to bear on the allocated tasks?
- (iii) Some vocational course teams might wish to investigate the possibility of involving representative(s) from local industry in the development and assessment of integrated assignments.
- (iv) Course teams may wish to develop appropriate teaching/learning materials. These could be produced in draft form and discussed at the meeting. Library staff may be able to advise and provide some help in the cataloguing of teaching/learning material.
- (v) The sharing of relevant curriculum developments by course team members as a result of courses, conferences, visits to other colleges etc. could also be a regular feature of course team meetings.
- (vi) Course teams could review and develop the content of the course tutorial hour. Is it used best for teaching study skills, computer literacy and careers education? Is sufficient time allowed for staff to work with students who need individual attention?

APPENDIX 5 – CURRICULUM-LED STAFF DEVELOPMENT – A CASE STUDY OF A BTEC NATIONAL COURSE TEAM

This case study is the result of the Staff Development Officer observing course team meetings over a period of eighteen months. The findings, particularly the section Factors making for Success, can be used to review the work of any course team in a new tertiary college.

The curriculum change was a move to student-centred learning on one of the modules of the BTEC National Course in Business Studies. Previously the module had been taught on a subject basis with lectures and note-taking alongside some projects and cross-modular assignments. The new plan was to produce six assignments for the next academic year. These would each involve student-centred learning on a particular subject which a class would study for 5 – 6 weeks using all the classroom and homework time as a block learning period. This would be followed by an assignment based round another subject. This meant that staff who had previously taught their own subjects for two or three hours per week would now be supervising students doing assignments based on other specialist areas of knowledge. Staff did express some misgivings about the new approach. Some wondered if it was real work and, if it was, would the Principal agree? What would be his attitude when he visited the Division and found staff not teaching in front of the class and or the students doing their work in the library? Others wondered how students would manage without formal inputs. It was said:

'I will give the students lectures for my subject and they will take notes so this will give them the information they need for the project. But for other subjects they will have to work on their own. They will find the first seven weeks very difficult.'

Meetings to prepare for the new approach started in January 1985, nine months before the new course was due to start. They finished by June 1986 as the task had then been completed. What the group achieved was to organise, implement and evaluate a student-centred learning system for full-time, part-time and evening students on Certificate and Diploma courses. The task involved the preparation of eleven assignments which met all the BTEC objectives, discussion of these and the production of guidelines to assist staff unfamiliar with the specialism, agreement on deadlines that students would have to meet for completion of the assignments and the organisation of resources for students.

The venture was a success; staff reported that full-time and part-time day students worked much harder, used their own initiative more and enjoyed the work. Within four weeks the one who had expressed the gravest reservations about the new system said he had changed his mind. He felt no guilt about not teaching from the old front because the students were working harder. His role now was to guide them and to spend a great deal of time and effort in preparation of the material. As the year went on, staff became more in favour of the system: they were able to consult colleagues when necessary and to work with small groups in the classroom to explain the more difficult theoretical concepts. The BTEC Moderator was pleased with the way the new approach was working and the progress the students were making. The only drawback was that some evening class students did not like the new system and resisted the move to autonomous learning. This was thought to be because some had paid their own fees and wanted the course to be teacher-centred, others had not experienced student-centred learning in schools and others found they did not have enough time to complete the assignments.

Transferability to other BTEC modules

The Chairman planned to introduce the system the group has devised to other modules of the BTEC National course and meetings of module leaders were held starting in January 1986 to plan the work for the following September. However, the problem of staff changes over the next few months meant that the plans were not complete by June. Staff from other divisions had to be brought in for the communications element and there was a delay in writing the assignments. The Chairman wrote two assignments himself for the first term and worked with a close colleague to produce the other four by the end of June. These assignments might be taught by part-time staff but the Chairman felt that the system itself and the experience of it gained in the first year would be strong enough to extend student-centred learning to the whole of the BTEC National course in business studies.

Factors making for success

- (i) The skills and experience of the group leader. The person involved was a senior lecturer who had worked in the college for over 20 years. He had been given the brief to develop student-centred learning by his division leader and was left to get on with this with no interference from above. The Dean and the Division Leader were sent agendas and minutes of all meetings but did not attend personally.
- (ii) The nucleus of the group were four staff from the old Technical College; the two most senior had worked closely together for many years and the other

two had already used student-centred learning techniques. This nucleus acted as a group where staff could air their doubts about the new approach, their lack of knowledge on specialist areas and the problems of using the new methods with evening class students who preferred traditional teaching.

(iii) The staff were based on the new site of the college. This had been refurbished to a high standard with an attractive library and staff room. Morale was thought to be higher on this site with far less looking back to the 'good old days' of the technical college.

(iv) The meetings were run using traditional committee procedures. Staff in the team were in the same or adjacent staffrooms but formal meetings rather than informal liaison was used. The group leader took on the role of secretary and chairman. Agendas were drawn up for every meeting and circulated beforehand. At the meetings these agendas were adhered to even if there were only two members of the team present. Minutes were sent out to all after each meeting. Model assignments were typed and collated for distribution. During the meeting the Leader acted as a strong chairman and there was an emphasis on action to be taken; the theory of student-centred learning was not discussed and what the Chairman called 'rambling on' was not allowed. No meetings lasted for longer than an hour.

(v) At the same time the Chairman and his most senior colleague actively supported the more inexperienced members of the team. The senior staff were the ones who wrote the assignments to be used by the students in the first term. When assignments had not been written in time for the deadlines it was the senior members who worked with the younger staff to get the final version ready for the students. Incomplete assignments were brought up to requirements by the Chairman with the agreement of the writers.

(vi) The time slot on the college-wide timetable for staff development was used by the Course Team for their meetings for the first nine months. Meetings were then held fortnightly. As CPVE loomed the time slot was taken over for other meetings. Regular team meetings were still held at other times.

(vii) The work for the students was prepared well in advance. The first six months' meetings were concerned with drawing up the programme for the coming academic year and four major units which covered the whole of the first term's work.

(viii) Guidelines were written to show correct answers in the units as an aid to assessment. Staff referred students to these rather than writing a great deal on individual students' work. These guidelines were also useful to staff who were supervising units outside their specialist subject.

(ix) Time was spent evaluating the assignments once the students had started work on the units. It was decided that some formal input was necessary before students started on individual work. There were no personal recriminations but rather reporting back of difficulties students had encountered and how best to remedy them. The most usual problem was one of time; sometimes the students finished an assignment too quickly; at other times there was too much material, particularly for the part-time students. Other discussion centred on assessments and visits to the local Council to watch committees in action.

(x) There was active co-operation from the library staff at an early stage of the planning. Library staff attended some of the meetings and understood the nature of the course and how they might help. The necessary resources of books and press cuttings were held in the library on special shelves set apart from the rest of the system. Where there seemed to be insufficient copies of certain books the library was prepared to buy additional ones out of its own funds. Some of the required books were made part of the library security system to deter theft. The library staff also offered their professional expertise to retrieve any other information or materials to support course assignments provided that they were given some advance warning. Full-time students were expected to go there to find information or borrow books for the day. Part-time evening classes were expected to buy their basic textbooks as well as using the library for seven-day or overnight loans when they were at college. Some of the evening classes were held in the library after normal closing time to allow students access to the resources. The library staff reported that as the year progressed the students involved became responsible and well behaved in the library. They also became regular library users, far more than those on other courses.

Conclusion

This was an ideal model for curriculum-led staff development through course team meetings. It did depend, however, on using the talents and experience of a long-established and highly respected senior member of staff.

APPENDIX 6 – THE TUTOR HANDBOOK

The Student Services Team prepared a new handbook for tutors for the second year of the college. Part I gave an introduction to theories of pastoral care and information on administrative procedures. Part II included information on the role of the personal tutor, a structured tutorial programme and detailed suggestions for activities in tutorial time. Part III dealt with a specific course tutorial programme. The section on the role of the personal tutor is included below.

The role of the personal tutor

Where the word 'his' is used please read 'his or her'.

A tertiary college has the task of integrating the traditions it inherits from the school sixth forms and the technical college. It is a new type of institution and will develop its own distinctive ethos and new approaches to education appropriate to our time. The emphasis is upon individual responsibility within a carefully structured pastoral framework.

The process of caring for and guiding students is the responsibility of every member of the teaching staff, but the co-ordination of these processes for every individual student is vested in the personal tutor.

The first responsibility of the personal tutor is to know the students in his group – only then can we begin to help, advise, guide and support in the most appropriate ways. Each tutor will develop his own relationship with the student in his own personal and distinctive way. However, as the personal tutor is the member of staff with oversight of the student's whole development within the college, his responsibilities are wide and the role will embrace a variety of approaches. The balance between these approaches is a matter for each tutor to decide in evaluating the needs of the group and his own skills and interests.

There are broadly four areas of responsibility requiring this variety of approach.

1. The tutor as communicator

The personal tutor is the primary channel of communication between the college as an institution and the student. He will therefore be seen by the students within the group as a representative of the new college, its aims and objectives, and will need to know what the college is trying to achieve and how. Positive attitudes

from tutors will lead to a dynamic and successful student body, to the benefit of the whole college and all those associated with it. It is important therefore that every tutor should have a regular opportunity to discuss the general philosophy of the college and how this links with the role of the tutor. It is important too that tutors are able to keep up to date with daily and weekly happenings and that there should be regular contact with deans who are responsible directly for the work of the tutors.

Part of the responsibility of tutors must therefore be to ensure that there is time within the group meeting each week to deal with routine administrative matters, to enable the college to function efficiently and effectively. There will also be time built into the timetable for groups of tutors to meet together and for regular meetings with deans.

2. Social life in the college

In an institution where the vast majority of students stay for only one or two years, establishing a network of friendship or peer support can sometimes be difficult. Some students can be very isolated. *Part of the tutor's responsibility is to help the students become socially integrated into college life.* One specific task is the negotiation of the student's involvement in the College Elective Programme. It is expected that every full-time student will take part in this full and comprehensive programme unless there are reasonable grounds for opting out, when representations can be made by the student to the Dean.

Much of the student social life in the college is co-ordinated through the Student Union with the active participation of student liaison staff. Discos and excursions often need the backing of Student Union organisation and finance but many of the ideas are generated and fostered by discussion in tutor groups. It is helpful therefore if there is a regular flow of information and discussion between students, tutors, student liaison staff and student union.

Some tutors have organised their own social activities within the tutor group time through competitions or projects, and sometimes between tutor groups. These have often been the most enjoyable and successful events in the life of the group, and have afforded an excellent opportunity for tutor and students to get to know each other better.

3. The tutor as counsellor, mentor or guide

The personal tutor has oversight of the educational, vocational and personal development of the student. He has the task of co-ordinating information on progress being made and writing reports. Regular sessions are timetabled into the tutorial programme when tutors review progress with students in

individual interviews. Courses in individual counselling skills are offered by Student Services Staff through the Staff Development Programme. During the past two decades individual counselling skills have brought a new dimension to the relationship between teacher and individual students in schools and colleges. The college courses look at setting the scene, creating the right physical and social environment in which counselling can best take place, focusing on how to listen to students and on other helping skills. Further courses look at the psychotherapeutic aspects of counselling.

Much of the individual counselling in which tutors engage is concerned with general progress and decision making surrounding the next stage in the student's educational or vocational development. Paying attention to basic counselling skills will enhance the quality of the discussion, and give satisfaction to both tutor and student as they work together.

Occasionally students will have personal problems which they will bring to their personal tutor, and which may require a deeper level of understanding of the student, demanding more time and a different level of skills. The tutor needs to use his own discretion when deciding how best to respond in these situations. An important skill in counselling is knowing when and how best to refer to other helpers. Guidance on this is given elsewhere in this handbook. An awareness of the role and work of other members of the pastoral care team is a further responsibility of the personal tutor.

Reference books

- David, K. *Pastoral Care in Schools and Colleges* Edward Arnold, 1980.
Hamblin, D.H. *Problems and Practice of Pastoral Care* Basil Blackwell, 1981
Hamblin, D.H. *The Teacher and Counselling* Basil Blackwell, 1978
Jackson, R. *A Manual of Education Guidance* Holt, Rinehart and Winston, 1971
Jones, A. *Counselling Adolescents: School and After* Kogan Page, 1984
Lytton, H. *Guidance and Counselling in British Schools* Edward Arnold, 1969
Lytton, H. *Guidance and Counselling in British Schools: A Discussion of Culture Issues* Edward Arnold, 1974
Sim, M. *Tutors and Their Students: Advice from a Psychiatrist* Churchill Livingstone, 1970

4. Personal development through work in groups

During the past five or six years there has been rapid expansion in schools and colleges of an approach generally known as developmental groupwork. The impetus for this has come mainly from Swansea University with its active courses in counselling and youth and community work. The Lancashire Project is a direct development of this work. Some of the materials produced,

for example *Active Tutorial Work* – 16 to 19, are highly prescriptive with clear aims and objectives and step by step instructions. Others recommend a more fluid approach and emphasise the need to develop a personal style of leadership by the group facilitator.

The aim is to present opportunities within a group for individuals to gain personal awareness and insight into social relationships. Activities should develop cohesion within the group and enable students to learn about themselves.

The techniques are relatively new and can seem threatening to the group leader if he is inexperienced in their use. This apprehension is quickly transmitted to the group. The best way to learn and understand the techniques is by experiencing them oneself as a member of a group.

The College is committed to providing the best possible care system and will continue to seek specialists and consultants who can foster the skills of staff in group work through the Staff Development Programme.

Reference books

- Brandes, D and Phillips, H. *Gamesters' Handbook* Hutchinson, 1979
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Hopson, B. and Scally, M. *Lifeskills Teaching* McGraw-Hill, 1981
McGuire, J. and Priestly, P. *Life After School: A Social Skills Curriculum* Pergamon, 1981
Taylor, J.L. and Walford, R. *Learning and the Simulation Game* Open University Press, 1978
Van Ments, M. *The Effective Use of Role-Play: A Handbook for Teachers and Trainees* Kogan Page, 1983
Wells, H. (ed) *Active Tutorial Work: 16 & 19* Basil Blackwell, 1983

Whatever style or approach the tutor decides to emphasise, the task of the tutor is one which ultimately he needs to enjoy; only then can the primary aim of pastoral care be achieved, that is of improved quality in human relationships.

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The objects for which **The Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:

- a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;
- b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvements can be effected;
- c) to carry out studies in further education and to support investigations of and experimentation in, and the development of further education curricula and to contribute to and assist in the evaluation of initiatives in further education;
- d) to disseminate and publish information and to assist in the dissemination and publication of information about recommendations for and experiments in further education.

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